

Accellier

Developing Assessment Tools

Accellier acknowledges the Traditional Custodians of the land on which we meet.

We pay our respects to Elders past, present and emerging and to our Aboriginal and Torres Strait Islander participants here today.

We acknowledge Aboriginal and Torres Strait Islander people's spirit, imagination and rich history of teaching and learning that has been happening on this land for many thousands of years.

The assessment tool development process

Quick reminder

An assessment tool includes everything needed by the assessor to determine if a student is competent or not.



ASQA Definition

- context and conditions of assessment
- tasks to be administered
- outline of evidence to be gathered
- criteria used to judge the quality of performance



What are we developing?

To develop an assessment tool we must develop things like:

- Checklists
- Assessment Questions
- Activities and tasks
- Assessor instructions
- Student instructions
- Marking guides
- Mapping
- Procedures and processes (sometimes)

Making use of existing resources

POLICIES
PROCEDURES

BOILERPLATE
INSTRUCTIONS

**YOUR NEW
ASSESSMENT
TOOL**

EXISTING
ASSESSMENT
TOOLS

TEMPLATES/
LMS

EXISTING ASSESSMENT SYSTEM

Assessment Tool Development Process

- Analyse the Unit of Competency
- Consider the context and purpose of the assessment tool (*we have a questionnaire which can help with this*)
- Initial Task Mapping and Planning
- Draft the assessment instruments
- Trial and review
- Final Mapping
- **Release final version** 🎉

Assessment Tool Development Process

- **Analyse the Unit of Competency** 
- Consider the context and purpose of the assessment tool
- Initial Task Mapping and Planning
- Draft the assessment instruments
- Trial and review
- Final Mapping
- Release final version

Analyse the Unit of Competency

How do we do that?

1. Download the **unit of competency** + the **assessment requirements**
2. Read both documents
3. Jot down rough notes on what assessment methods you would use to assess each part

Analyse the Unit of Competency

BSBCMM211 Apply communication skills

Go to Training.gov.au then enter the **code** into the search

Content

Download:  [Unit of competency \(1.26 MB\)](#)  [Unit of competency \(196.19 KB\)](#)
 [Assessment requirements \(1.26 MB\)](#)  [Assessment requirements \(184.42 KB\)](#)

Analyse the Unit of Competency

BSBCMM211 Apply communication skills

Performance Evidence

- use verbal and non-verbal skills to seek and convey information in face-to-face situations on at least three occasions
- draft written documents and confirm that the documents meet organisational requirements on at least three occasions.

Analyse the Unit of Competency

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify communication requirements	1.1 Identify work task 1.2 Identify communication channels in the organisation 1.3 Identify relevant stakeholders 1.4 Seek advice from supervisor on communication methods
2. Communicate using verbal and non-verbal communication skills	2.1 Plan verbal communication 2.2 Use verbal communication to communicate with stakeholders 2.3 Use non-verbal behaviour to communicate with stakeholders 2.4 Seek and respond to feedback on communication
3. Draft written communications	3.1 Identify formats for written information according to organisational policies and procedures 3.2 Draft written information and submit to supervisor for approval 3.3 Seek and respond to feedback on written communication

Questioning.

Link with

Roleplay?
Activity.

Observation of Roleplay.

written task.

- Activity + Questioning.

Analyse the Unit of Competency

BSBCMM211 Apply communication skills

2. Communicate using verbal and non-verbal communication skills	2.1 2.2 Use verbal communication to communicate with stakeholders 2.3 Use non-verbal behaviour to communicate with stakeholders 2.4 Seek and respond to feedback on communication
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Observed
of Roleplay.

Analyse the Unit of Competency

BSBCMM211 Apply communication skills

demonstrate achievement of the element.	
1.1 Identify work task	} Questioning.
1.2 Identify communication channels in the organisation	
1.3 Identify relevant stakeholders	
1.4 Seek advice from supervisor on communication methods	} Roleplay?
2.1 Plan verbal communication	

Assessment Tool Development Process

- Analyse the Unit of Competency 
- **Consider the context and purpose of the assessment tool (questionnaire) **
- Initial Task Mapping and Planning
- Draft the assessment instruments
- Trial and review
- Final Mapping
- Release final version

Assessment Tool Development Process

- Analyse the Unit of Competency ✓
- Consider the context and purpose of the assessment tool ✓
- **Initial Task Mapping and Planning** ←
- Draft the assessment instruments
- Trial and review
- Final Mapping
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Initial Task Mapping and Planning

Methods

What methods can I use to assess the candidates? Are these methods appropriate for the purpose, target group and context that I have identified? Will the methods collect the evidence I need to gather?

- observation (to observe performance in roleplays)
- written tasks
- questioning (may be verbal or written)

Initial Task Mapping and Planning

Assessment Methods: • Observation (O) • Written tasks (W) • Questioning (Q)				
Unit Requirements		Task Mapping		
		O	W	Q
Elements and performance criteria				
1. Identify communication requirements	1.1 Identify work task	✓	✓	
	1.2 Identify communication channels in the organisation	✓	✓	✓
	1.3 Identify relevant stakeholders	✓	✓	✓
	1.4 Seek advice from supervisor on communication methods	✓		

Initial Task Mapping and Planning

I have to ensure these go into my observation checklist

		Task Mapping		
		O	W	Q
1. Identify communication requirements	1.1 Identify work task	✓	✓	
	1.2 Identify communication channels in the organisation	✓	✓	✓
	1.3 Identify relevant stakeholders	✓	✓	✓
	1.4 Seek advice from supervisor on communication methods	✓		

Initial Task Mapping and Planning

I have to ensure these are addressed in my written task activity.

		Task Mapping		
		O	W	Q
1. Identify communication requirements	1.1 Identify work task	✓	✓	
	1.2 Identify communication channels in the organisation	✓	✓	✓
	1.3 Identify relevant stakeholders	✓	✓	✓
	1.4 Seek advice from supervisor on communication methods	✓		

Initial Task Mapping and Planning

I need to write questions for the students that address these criteria

		Task Mapping		
		O	W	Q
1. Identify communication requirements	1.1 Identify work task	✓	✓	
	1.2 Identify communication channels in the organisation	✓	✓	✓
	1.3 Identify relevant stakeholders	✓	✓	✓
	1.4 Seek advice from supervisor on communication methods	✓		

Assessment Tool Development Process

- Analyse the Unit of Competency ✓
- Consider the context and purpose of the assessment tool ✓
- Initial Task Mapping and Planning ✓
- **Draft the assessment instruments** ←
- Trial and review
- Final Mapping
- Release final version

How to draft the assessment instruments

Consider
an iterative
approach



Iterative approach to drafting



How to draft the assessment instruments

1. Write in the task headings
2. Copy and paste the relevant criteria from our initial task mapping
3. Form these into a rough version of the assessment instruments

This creates ***a basic foundation*** for writing the checklists, developing task instructions, writing questions, etc.

Assessment Tool Development Process

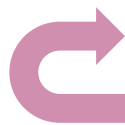
- Analyse the Unit of Competency ✓
- Consider the context and purpose of the assessment tool ✓
- Initial Task Mapping and Planning ✓
- Draft the assessment instruments ✓
- **Trial and review** ⬅
- Final Mapping
- Release final version

How to Trial and Review

- Give the draft to, ideally:
 - Another assessor
 - Subject matter expert
 - Students/graduates
- Do a 'trial run' of the assessment tool (pretend to assess people with it)
- Use the Assessment Tool Trial and Review Checklist
- Collect feedback
- Make necessary changes to your tool

Assessment Tool Development Process

- Analyse the Unit of Competency ✓
- Consider the context and purpose of the assessment tool ✓
- Initial Task Mapping and Planning ✓
- Draft the assessment instruments ✓
- **Trial and review** ✓
- Final Mapping
- Release final version



Assessment Tool Development Process

- Analyse the Unit of Competency ✓
- Consider the context and purpose of the assessment tool ✓
- Initial Task Mapping and Planning ✓
- Draft the assessment instruments ✓
- Trial and review ✓
- **Final Mapping** ←
- Release final version

Final Mapping

- Trial and review will have lead to changes
- You will have likely polished and updated things
- Check your mapping and update it

Where possible, refer to question and task numbers for easy reference.

Final Mapping

Assessment Methods: - Observation (O) - Written tasks (W) - Questioning (Q)				
Unit Requirements		Task Mapping		
		O	W	Q
Elements and performance criteria				
1. Identify communication requirements	1.1 Identify work task		✓	
	1.2 Identify communication channels in the organisation		✓	✓
	1.3 Identify relevant stakeholders		✓	✓
	1.4 Seek advice from supervisor on communication methods	✓		

Final Mapping

Assessment				
Unit R		Task Mapping		
		O	W	Q
Elements				
1. Identify communication requirements	Identify two channels of communication used within your organisation?			
	Identify two channels in the		W2	
			W3	Q2 Q7
	Identify two relevant stakeholders		W4	Q3
	1.4 Seek advice from supervisor on communication methods	O2		

WRITTEN TEST

Question 2:

Identify two channels of communication used within your organisation?

Fi

Criteria

1. Use verbal and non-verbal skills to seek and convey information in face-to-face situations on at least three occasions (PE)
2. Seek advice from supervisor on communication methods (PC 1.4)
3. Use verbal communication to communicate with stakeholders (PC 2.1)
4. Use non-verbal behaviour to communicate with stakeholders (PC 2.3)
5. Seek and respond to feedback on communication (PC 2.4)
6. Develops skills required to carry out own role by seeking and acting on feedback (FS Learning)
7. Seeks to cooperate with others to achieve results in immediate work context (FS Teamwork)
8. Follows organisational policies and procedures and practices relevant to own role (FS Self-management)

Task 1
Customer

Task 2
Colleague

Task 3
Meeting

Assessment

- Obs
- Wri
- Que

Unit Requirements

Elements

1. Identify communication requirement

1.4 Seek advice from supervisor on communication methods

O2

W4

Q6

Assessment Tool Development Process

- Analyse the Unit of Competency ✓
- Consider the context and purpose of the assessment tool ✓
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- Trial and review ✓
- Final Mapping ✓
- **Release final version** ←

Final Version

A nice, polished version of the tool. You should now have a full 'package' that can be used to assess students. Be sure that:

- There are instructions to candidates and assessors for each task, and overall for the entire tool
- There are checklists, questions, marking guides and/or model answers for each task
- Your tool has a good standard of quality, appearance, spelling, grammar and style.
- Version control is updated
- Your tool includes:
 - sections for assessors to note their feedback and assessment decisions for each task and activity, and overall to record their assessment decision (C/NYC)
 - a section which allows for the name of the candidate and assessor to be recorded
 - a section which shows the date of each assessment

Assessment Tool Development Process

- Analyse the Unit of Competency ✓
- Consider the context and purpose of the assessment tool ✓
- Initial Task Mapping and Planning ✓
- Draft the assessment instruments ✓
- Trial and review ✓
- Final Mapping ✓
- Release final version ✓



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